

CENTRAL INTELLIGENCE AGENCY  
INFORMATION REPORT

COUNTRY USSR

SUBJECT Technical Education for Foundry Industry

PLACE ACQUIRED Moscow

DATE ACQUIRED

DATE OF INFO

DATE DISTR. 19 Mar 1953

NO. OF PAGES 3 50X1

NO. OF ENCLS.  
(LISTED BELOW)

SUPPLEMENT TO REPORT NO. 50X1

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3. Enrollment at the Industrial Engineering School in Moscow was 50X1 two thousand students, more than 90% of whom were children of farmers 50X1 workers. Less than 10% of the students represented children of the 50X1 intelligentsia. 50X1
4. all students were carefully screened for loyalty to the Communist Party.
5. Communist Party students were sent to the University in blocs which were known as the "party thousand". The trade unions also sent blocs of several hundred students. The students were told exactly what courses they were to take. They were not permitted choice of education. 50X1
6. The Industrial Engineering School specialized in machine building. There were six principal colleges each of which had sub-divisions. Three of the colleges were auto specialists, tractor specialists, and agricultural specialists. 50X1
7. Specialization was carried to rather ridiculous lengths. Each college of the Industrial Engineering School had sub-divisions for training designing, woodwork- ing machinery, forging, and welding. However, it finally dawned on the authori- ties that welding for tractors employed the same principles as for automotive or any other form of work, and welding was later set up as a special department in the University.

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8. [redacted] The only consistent thing in the educational system [redacted] was the constant change of procedures. Classes were conducted by the bloc method, and to take geography, for example, four students would be assigned to geography of the US, four to geography of Belgium, four to geography of France, etc. Examinations were given for the group as a whole rather than individually, and all four collaborated on the answers and received the same credit. The authorities felt that under this system one out of four might actually learn something. The four specializing on the US then lectured to the other groups on the US and after such a lecture all students were experts on the US, as well as every other area on which they heard a lecture. 50X1
9. [redacted] first year, [redacted] my class hours were from 8:00 am to 4:00 pm six days per week. It was obligatory that students attend all classes. They were not permitted to cut anything. Courses offered during the first year included drafting, physics, inorganic chemistry up to quantitative and qualitative analysis, integral calculus, resistance of materials, including the static, dynamic and kinetic, solid geometry, political economy, elementary metallurgy, theoretical mechanics, and either German or English. 50X1
10. During the second year [redacted] course included differential calculus, organic chemistry, advanced drafting, advanced resistance of materials, advanced theoretical mechanics, advanced metallurgy, as well as the second year of German or English.
11. In addition to the classroom there were also practical work assignments such as two months of foundry work, two months in forgings, and two months in woodworking and welding in various factories in Rostov. Several weeks were spent in blast furnace operations in Makeyevka, and several weeks in assembly work at the combine factory in Zaporozhe. 50X1
12. In the third year, [redacted] thermo-dynamics, stress analysis, strain projects concerning bridges, beams, etc, combustion of industrial ovens including drawings, resistance of materials featuring resistance of gears and blocks, theory of solutions, hydraulics including liquids, air and gas, economic geography, time and motion study, agricultural machinery including tractors, plows, combines, etc, internal combustion engines and welding. 50X1
13. In addition to the classroom activities [redacted] shop practice in machine shops, working on drills, presses, turret lathes, etc. 50X1
14. In the fourth year [redacted] specialization [redacted] practice and operations of the cupola, conveyors, control and inspection in foundries, use of different kinds of sands, production planning and control, plant capacity, ventilation, sanitation, and micrography. 50X1
15. The fifth year was spent working as a junior metallurgical engineer in the Zis automobile plant in Moscow, and on a thesis as foundry production of 80 tons of castings per day. This project included drawing the complete lay-out of a foundry and included such items as specifying the number of core boxes involved, the number of patterns, the number of machines, etc. 50X1
16. Every two weeks the progress of the thesis was checked with an assigned consultant. When the project was completed the student went before a Commission composed of professors and industry representatives. In addition to submission of the written thesis the student was required to make an oral explanation of the entire project and to submit to questions on the part of the Commission.
17. After interrogation by the Commission, the student received his grade, and if he passed, he received a diploma.

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18. In spite of the apparently thorough education extended, actually the education [ ] was rather superficial, although it may have improved in the interim. [ ] we received little more than a smattering of education in the fields described. 50X1
19. [ ] study of languages [ ] consisted of furnishing [ ] the ability to read catalogues in English or German, and to use a dictionary. We were trained to be able to read technical data, and there was no concern about [ ] ability to conduct a conversation in the language, nor was there any worry about [ ] pronunciation. [ ] a strictly functional training in the particular language concerned. 50X1
20. [ ] studied many catalogues of foundry equipment, mostly German, and US. Catalogues of US equipment such as Simpson, and Osborne, were translated into Russian. 50X1
21. [ ] text books were 95-100% [ ] in the Russian language, and 90% [ ] of the text books were prepared by Russian authors. The balance were prepared by German authors. 50X1
22. In spite of the many shortcomings of the educational system in the USSR, in general students acquired a good working knowledge of the particular field to which they had been assigned. They had no freedom of choice as far as education is concerned, and at the end of the five years in the Industrial Engineering School, of the original group of several hundred students [ ] only 15 were left. The authorities felt that they had received enough education in their particular fields at various stages of their training, and assigned them to jobs. 50X1

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